CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the most important languages in the world. It can be said that English has been the single most important language. It is because English is the only language that truly links the whole wordl together. It can be used as a language in any part of the wordl. This is because at least a few people in each locality would know the language. Based on Depdiknas (2006, p. 227), "English as foreign language has been taught from elemtary school up to university. In senior high school, it is aimed to reach functional level".

In School-based Curriculum (KTSP), writing is essensial for the students' to develop their English in written media conveying their idea. There are several genre taught in Senior High School, namely: recount, report, narration, description, explanation, exposition, procedure, news, etc. One of the genres that are descriptive text is a kind of text that tells the description of the something. According Muth'im (2009, p.245), Writing is one of the skills that must be learned and carried out by students of any level of education. There is no single student who never learns and carries out writing activity during his or her school days.

In teaching English, there are four language skills that should be mastered, they are: listening, speaking, reading, and writing. Writing is the

productive skill in the written mode. It is more complicated than it seems at first, and often seems to be hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way. According Baraoui (2007, p.35-48), The importance of learning and teaching them in different ways. Here review findings from three, process orientations—text-focused, process-focused, and sociocultural—with the aim:

1. Text-oriented research sees L2 writing development in terms of the features of the texts that L2 learners produce. According to this orientation, to be able to write in an L2 effectively, writers need to learn the orthography, morphology, lexicon, syntax, as well as the discourse and rhetorical conventions of the L2. For instance, among the competencies that L2 learners need to attain to achieve proficiency in L2 writing are the ability to produce lengthy texts that have appropriate metadiscourse features and varied and sophisticated vocabulary and syntactic structures, to employ different patterns of overall text organization (e.g., description, narration,argument), and to incorporate others' ideas and texts in their own writing effectively.

2. Process-oriented research sees learning L2 writing as the acquisition of successful writing strategies. From this perspective, learning L2 writing is seen as the acquisition of both macro strategies such as planning, drafting and revising, and micro strategies such as attending to content and form concurrently and automatic searches for words and syntax. It

should be noted here that knowledge of L2 linguistic and discourse aspects, the type of knowledge that text-oriented research tends to emphasize, affects the processes. Thus, knowledge of these L2 linguistic and textual aspects allows writers to use their linguistic resources more fluently and to plan, draft, and revise more effectively.

3. Sociocultural research sees writing development as the learning of the genres, values, and practices of the target community. This research emphasizes the role of context and audience in learning L2 writing. According to this orientation, proficient L2 writers are those who can "act effectively in new cultural settings". Such writers go through a socialization process in which they learn the values (how to see, value, and do things), expectations, knowledge, and genres (what, how,and why to write) of their target communities, whether professional or academic.

EFL (English as a Foreign language) writing has not attracted much attention until the 1960s; but nowa days it has been getting more attention. According to Harmer (1998, p.79), writing skill has been recognized as one of the fundamental skills for language learning. Based on Faraj (2015, p.132), Writing approach in 1970s started gaining broad writing classroom practice and it changed the traditional practice to new methodology. As we know in traditional method practice focused on the finished work, while in new methodology learners are given the experience of going through the processes of writing as writers. So, instead of analysis and correction of the

final written product (usually) given by the teacher, there comes the process of writing in a number of activities, processes or stage include prewriting, drafting, revising, editing and publishing.

Although is essential skill, many students at hight school are not interested it. According Robert Todd Caroll (1990), many students were never required to learn proper spelling or grammar. These poor students come to think that "English" and "writing" are nothing but spelling and grammar. To them, writing means inevitable failure. Good writing is sometimes they believe they will never be able to achieve, because they not only identify good writing with proper spelling and grammar etc. They are even not aware of the importance of writing skill in their learning. They often get low marks when doing the tests on writing skill and it affect their learning's result. In fact, students often have many basic mistakes in written works about spelling, grammar, punctuation and organization Huy (2015, p.54). Besides that, learning writing at high school have many problems at the present such as lack of experienced writing skill teacher and lack of time to study, the time for teaching writing skill is not enough for students to improve their ability. In addition, students do not know principles of writing.

Based on Cumming (2008, p.184-197) investigated the four aspects of writing (language use, discourse organization, gist, and procedure for writing) the students attended to in the writing process. Five types of problem-solving behaviours including heuristic searches with and without resolution, problem

resolution, problem identification, and knowledge telling were also focused on.

In developing writing as a communicative skill, students should constantly be made aware that particular topics in writing fit particular situations and conformto particular conventions. Conventionally, legal writings use long sentences, formal language and precise definitions to avoid ambiguity and misinterpretations. In the context of physical sciences, Msanjila (2005, p.17) writing is characterized by short sentences and short form s or symbolic signs. The role of the language teacher, therefore, is to teach his students to master not only the language skills but also to master the standard language which is free from grammatical errors. We use the terms standardto mean the language which is standardized and accepted for use in formal communication.

The Problem of Writing Dana adas and Ayda Bakir (2013, p. 255) :

1. According Al-Khsawneh, indicated that the students identified that the teaching method and the environment are the main causes of their weaknesses in English. Their Weak qualificationin English is either related to thelack of student motivation, or the teacher's interest. Many learners use their mother tongue because of the isolated culture. Yet, methods of teaching English included the medium of instructions, using Arabic in English classes, writing done in Arabic, teachers' low proficiency in English, and lack of writing practice in educational institutions.

2. English language learners have limited vocabulary. Therefore, students end up repeating the same words; this hinders creativity. Students couldn't give voice to their thoughts because lack the adequate stock of vocabulary.

3. English language learners don't use invented spelling and their written texts are restricted to words which they know.The present tense is the only tense used in their writing.

4. The students' writing is difficult to understand because of the ill-structured sentences in composition.

5. Students are unwilling to share their work with other students and they don't get the suitable feedback.

6. When the learners Read their writing aloud, they couldn't distinguish whether what they read or write is right or wrong.

Based on observation and interview all of the English teacher at SMPN-3 Kahayan Hilir the phenomenon of the eighth grade students in English achievement, especially in their writing skill are not satisfying. In learning writing, the students' still have many difficulties. There are include: limited vocabulary, the use of simple present tense, structure sentence.

So, the writer want to promote the method for solving this problem Meier (2000) solution that is the positive benefits of Somatic Auditory Visual Intellectual for teacher and the students, it will able: a). To ignite the creative imagination.b). to get learners totally involved.c). to create heltthier learning environments.d). to speed and enhance learning.e). to improve retention and

job performance.f) to speed the design process.g). to build effective learning comminities.h). to greatly improve technology driven learning some benefits of SAVI.

Based on theory and result research eurekapendidikan, there are advantage of Somatic Auditory Visual Intellectual (SAVI): arouse students fully integrated intelligence through the incorporation of physical movement with intellectual activity; bring a better learning atmosphere, interesting and effective; capable of generating creativity and improve psychomotor abilities of students; maximizing sharpness concentration of students through learning in a visual , auditory and intellectual. (http://www.eurekapendidikan.com/2015/04/pendekatan/pembelajaran-savi-somatic.htm).

The phenomenon above makes the writer want to know how the teacher implementing of Somatic Auditory Visual Intellectual (SAVI) method in teaching writing descriptive text at the eighth grade of SMPN-3 Kahayan Hilir. So, the writer having the title: The implementation of somatic auditory visual intellectual (savi) method in teaching descriptive text at smp 3 kahayan hilir.

B. Research Problem

Based on the background of the study, the problem of the study is formulated as the following:

a. How is the procedure of implementation Somatic Auditory Visual Intellectual (SAVI) methods applied by English teacher in teaching writing descriptive text at SMPN-3 Kahayan Hilir?

b. What are the students response toward the implementation of Somatic Auditory Visual Intellectual (SAVI) methods apllied by English teacher in teaching descriptive text at SMPN-3 Kahayan Hilir?

C. Object of the Study

Based on the problem of the study above, the purpose of the study:

a. To describe the procedures of implementation of Somatic Auditory Visual Intellectual (SAVI) method applied by English teacher in teaching writing descriptive text at SMPN-3 Kahayan Hilir.

b. To describe the response students toward the implementation of Somatic Auditory Visual Intellectual (SAVI) method applied by English teacher in teaching writing descriptive text at SMPN-3 Kahayan Hilir.

D. Scope and Limitation

Scope of this study is to describe the implementation of Somatic Auditory Visual Intellectual (SAVI) method in teaching English writing descriptive text, focus to the eight grade of SMPN-3 Kahayan Hilir as the sample of the study.

Based on prilimary study the writer, and one of interview English teacher through phoncell, the writer gets point related the problem face by the students' is less understanding about the simple present tense in writing descriptive text the fact that is especially at the eighth grade by students' of SMPN-3 Kahayan Hilir.

The writer take place of SMPN-3 Kahayan Hilir? Because, based on the writer prilimary of the study, interview some students' and an English teacher especially, that school never some one of researcher to research about writing subject especially in writing descriptive text.

E. Significance of the Study

Based on the background above, significances consist of two types; the first is theoretical significance and the second is practical significance.

The theoretical significance is the significance that to increase students knowledge. The theoretical significant is the implementation of Somatic Auditory Visual Intellectual (SAVI) method used by English teacher. And the practical significance is the significance that to solve the problems of the object of research. Will get more information and experience it would also became reference of similar study.

F. Definition of Key Terms

There are definition of concepts in this study, they are:

1. Implementation is tool or instrument, often one that is quite simple and that is used outdoors.

2. SAVI method is SAVI method is one of the learning method that says learning have to use the students' senses and the best learning occurs when all parts of the brain-mind-body connection are used simultaneously.

3. Writing is essensial for the students to develop their English in written media conveying their idea.

4. Descriptive text is that text figures something clearly and specifically. Description text aims to figure or giving figures to something with one clear, so pretend readers get to see, hear, read or feels that thing described.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Studies

There are some studies related to the topic:

The first, the study by the found that Tb. Endayani (2011). Through SAVI, the students were involves activity in the learning process because they were motivated an confident in joining the class. Using SAVI was effective to raise the students' creatively and curiosity in learning vocabulary. The result of the research shown that SAVI can improve students' English vocabulary.

The second from Harnoi Asrin Lumban Gaol and Masitowarni Siregar, based on the data calculation showed that the coefficient of reliability of the test was 0.96. It showed that the test was reliable and the reliability was high. It can be concluded that applying SAVI method significantly affects on the students' achievement in writing report text or in other words the hypothesis is accepted.

The third, from Zulfa Nabila, Albert Rufinus, and Wardah (2014), The research finding showed that SAVI Approach improved students' vocabulary. In the somatic phase the students could catch up the vocabulary that they would learn. In the auditory phase students knew how to spell and to pronounce the vocabulary. In the visual phase students knew the meaning of

the vocabulary and in the intellectual phase students wrote a simple sentence with the word that they learned. Students showed their improvement in every cycle. Based on the result mention above, it is concluded that teaching vocabulary by using SAVI Approach was successfully improving students' vocabulary.

The fourth, by Eni Dewi Kurniawati, Herman J. Waluyo, St. Y. Slamet, and Andayani (2012) The Research and Development methode was used to produce the learning material. The stages are: (1) compile the prototype, (2) develope the prototype, (3) test the effectiveness, and (4) test the acceptance level. The research findings are: (1) the new learning material met the needs of the students and the teachers; (2) the prototype's development based on the description of the findings; (3) the prototype's development into clear and complete learning materials that exercised the students to improve their speaking skills; (4) the thematic learning material using SAVI proved effective in improving the students' speaking skills competence; and (5) the acceptance level was good, average of 77.29%.

The fifth, by Arieztania Rahmadhani, Irma Ratna Kartika, dan Muktiningsih (2013), the results showed that the learning effectiveness had enhancement from first cycle to second cycle. It could be seen from the average of learning outcomes that increased from 73,89 in first round to 81,28 in second round. To increase learning effectiveness of buffer solution through SAVI approach, first we could know the dominant learning style of student in that class and the characteristic of subject that learnt. After that, teacher could

determine learning method and media that suited with them. Application of experiment guide and CD as implememtation of SAVI approach could optimized visual and auditory learning style of student. Besides that, experiment in the laboratory could optimized somatic learning style of student.

The study is defferent from more studies. Focused on Tb. Endayani (2011), Improving Students' English Vocabulary Through SAVI (A classroom Research in the Fourth Grade of Elementary School Students' kumpulsari OKU Timur in 2010-2011 Academic Year. Harnoi Asrin Lumban Gaol and Masitowarni Siregar, studied about The Effect of Applying Somatic Auditory Visual Intellectual (SAVI) Method on Students' Achievement in Writing Report Text, 2013. Zulfa Nabila, Albert Rufinus, Wardah, focused on Improving Students' Vocabulary Through Somatic, Auditory, Visual, And Intellectual Approach. Eni Dewi Kurniawati, Herman J. Waluyo, St. Y. Slamet, Andayani, focused on Developing a Model of Thematic Speaking Learning Materials Using Savi Approach (Somatic, Auditory, Visual, Intellectual) In Senior High School in Sambas Regency, West Kalimantan Province, Indonesia. Arieztania Rahmadhani focused on INCREASING THE EFFECTIVENESS OF LEARNING THROUGH THE BUFFER SOLUTION APPROACH SAVI (Somatic , Auditory , Visual , and Intellectual) IN CLASS XI SMAN 21 JAKARTA.

They are different from my study. My study focuses on the procedures implementation of somatic auditory visual intellectual (SAVI) method used

by English teacher in teaching writing descriptive text. The subject of the study is the teacher.

B. Definition of Implementation

Implementation is the realization of an application, or execution of a plan, idea, model, design, specification, standard, algorithm, or policy. The other opinion said that implementation is technique which actually takes place in classroom, it is particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a metod, and therefore in harmony with an approach as well.

According to Anthony in Fuziati (2006, p.126) states that implementation is the technique which actually takes place in classroom. It is particular trick, strategy on contrivavce used to accomplish an immediate objective. Technique must consist with a method and therefore in harmony with an approach.

In the teaching learning process, surely the lecturers use the implementation of their teaching. They take implementation to refer to their wises in teaching strategy. One of them is the implementation in evaluating the subject. It is imposible without implementing in learning process. In implementation action, lectturers have many ways and criteria to determine something. Vocabulary is one of the most important subjects in learning Englis language, so the lecturers need to take the implementation in

evaluating the students so that the lecturers can give the score to the students' in mastery vocabulary.

From definition above can be concluded, implementation refers more to value an how the teacher applied a technique in teaching learning process.

C. Theory Underlining SAVI

a. Theory Contructivism

Constructivism is a theory of knowledge with roots in philosophy, psychology, and cybernetics. It asserts two main principles whose application has far-reaching consequences for the study of cognitive development and learning as well as for the practice of teaching, psychotherapy, and interpersonal management in general. According to Husen and Postlethwaite, (1989, p.162-163) The two principles are:

(1) Knowledge is not passively received but actively built up by the cognizing Subject.

(2) The function of cognition is adaptive and serves the organization of the experiential world, not the discovery of ontological reality.

To accept only the first principle is considered trivial Constructivism by those who accept both, because that principle has been known since Socrates and, without the help of the second, runs into all the perennial problems of Western epistemology.

Constructivism is a reaction to teaching approaches such as behaviorism and programmed instruction. The learner acts as an information constructor.

Learners construct knowledge based on their personal experiences and hypotheses of the environment. Learners actively constructor create their own subjective or objective reality. Learners, through social negotiation, continuously test their hypotheses and create new knowledge, correct previous knowledge, or confirmpresent knowledge. Learner linked new knowledge to prior knowledge.

Constructivists argued that learneris not a blank slate (tabula rasa) but brings past experiences and cultural factors to a construct new knowledge in given situation. Therefore each learnerhas a different interpretation and constructions of knowledge process based on mental representations (Learning Theories Knowledgebase, 2008). Constructivism activatesthe student's inborncuriosity about the real world to observe how things work.

A common misunderstanding regarding constructivism, due to confusion of theory of pedagogy (teaching) with a theory of knowing, is that instructors should never tell students anything directly but, instead, should always allow them to construct knowledge for themselves. Constructivism assumes that all knowledge is constructed from the learner's previous knowledge, regardless of how one is taught. Thus, even listening to alecture involves active attempts to construct new knowledge. In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how

their understanding is changing. The teacher makes sure that he understands the students' preexisting conceptions and guides the activity to address them and then build on them.

Constructivism modifies role of teacher that he facilitate and help students to construct knowledge rather than to reproduce a series of facts. The constructivist teacher help the students through problem-solving and inquiry-based learning activities with which students formulate and test their ideas, draw conclusions and inferences, and pool and convey their knowledge in a collaborative learning environment. Constructivism transforms the student from a passive recipient of information to an active participant in the learning process. Always guided by the teacher, students construct their knowledge actively rather than just mechanically ingesting knowledge from the teacher or the textbook. The task of the instructor is to translate information to be learned into a format appropriate to the learner's current state of understanding. According Bruner, states that a constructivists or theory of instruction should address four major aspects: (1) predisposition towards learning, (2) the ways in which a body of knowledge can be structured so that it can be most readily grasped by the learner, (3) the most effective sequences in which to present material, and (4) the nature and pacing of rewards and punishments.

Constructivism is a theory of knowledge (epistemology) that argues that humans generate knowledge and meaning from an interaction between their experiences and their ideas.

b. Activity-Based Learning (ABL)

Activity-Based Learning (ABL) means getting physically active while you learn, using as many senses as possible, and getting your whole body/mind involved in the learning process.

Activity-based learning is generally far more effective than presentation-based, materials-based, and media-based learning. And the reason for this is simple: *It gets the whole person totally involved.* It's been proven over and over again that people often learn more from well-chosen activities and experiences than they do from sitting in front of a presenter, a manual, a TV, or a computer. Physical movement improves mental processing. The part of the human brain involved in bodily movement (the motor cortex) is tucked in right next to the part of the brain used for thinking and problem solving. To restrict bodily movement, then, is to hamper the mind from functioning at its best. On the other hand, to involve the body in learning tends to invoke one's full integrated intelligence.

SAVI method is one of the learning methods that says learning have to use the students' senses and the best learning occurs when all parts of the brain-mind-body connection are used simultaneously. That is where SAVI comes in (Meier, 2000). Learning doesn't automatically improve by having people stand up and move around. But combining physical movement with intellectual activity and the use of all the senses can have a profound effect on learning. Archer (2003, p.11) describes that learning does not automatically improve by having people stand up, wave their hands in the air and reciting

the numbers 1 to 10 in Japanese. It improves by combining physical movement with intellectual activity and using all the senses.

According to Meier (2000), SAVI combines the different kinds of intelligences and learning styles:

1. **S** stands for **Somatic** : it is learning by moving and doing.

2. **A** stands for **Auditory** : it is learning by talking and hearing.

3. **V** is stands for **Visual** : it is learning by observing and picturing.

4. **I** stands for **Intellectual** : it is learning by problem solving and reflecting.

Learning is optimized when all four SAVI components are present in a single learning event. These four components must exist in the learning process and can't be separated one of each other because these four elements are complementary. Meier (2000) asserts that all four of these learning modes have to be present for optimal learning to occur. Since these elements are all integrated, the best of learning occurs when they are all used simultaneously.

a. Somatic Learning

"Somatic" is from the Greek word for body-soma (as in Psychosomatic). It denotes tactile, kinesthetic, hands-on learning-getting physical and using and moving our body while we learn. Somatic learning involves getting active from time to time, for example, while building a model of a process or procedure, doing active learning exercise (simulations, learning games), or creating large pictograms or peripherals.

In order to stimulate the mind-body connection, create learning events that get people up and out of their seats and physically active from time to time. Not all learning needs to be physically active, but by alternating between physically active and physically passive learning activities you can help everyone's learning. Here are some examples of how you can get learners *physically* involved in the learning.

People can get physical while they: Build a model of a process or procedure, physically manipulate components of a process or system, create large pictograms and peripherals, act out a process, system, or set of concepts, talk about and reflect on it complete a project that requires physical activity.

b. Auditory Learning

Our auditory minds are stronger than we realize. Our ears continually capture and store auditory information, even without our conscious awareness. And when we make our own sounds by talking, several significant areas of our cerebrum are activated. Auditory learning was standard for most cultures since history began. People would talk out loud to each other, tell each other stories and everyone would listen.

All learners (particularly strong auditory ones) learn by sounds, by dialog, by reading out loud, by telling someone out loud what they just experienced, heard, or learned, by talking to themselves, by remembering jingles and rhymes, by listening to audio cassettes, and by repeating sounds in their heads.

In designing courses that appeal to the strong auditory channels in people, look for ways to get learners to talk about what they are learning. Have them translate experience into sound. Ask them to read out loud-dramatically if they wish. Get them to talk out loud while they solve problems, manipulate models, gather information, and make action plans, master skills, review learning experiences, or create personal meanings for them.

c. Visual Learning

Visual learners learn best when they can see real-world examples, icons, pictures, and various kinds of images while they are learning. Sometimes visual learners do even better when they create idea maps and diagrams out of what they are learning. Another technique that works for everyone, especially for people with strong visual skills, is to ask them to *observe* a realworld situation and then to think and talk about it, drawing out the processes, principles, or meanings that it illustrated.

d. Intellectual Learning

Intellectual indicates what learners do in their minds internally as they exercise their intelligence to reflect on experience and to create connections, meanings, plans, and values out of it. It's the reflecting, creating, problem-solving, and meaning-building part of a person.

The Intellectual is the sense maker of the mind, the means by which the human being thinks, integrates experience, creates new neural networks, and

learns. It connects the body's mental, physical, emotional, and intuitive experiences together to build fresh meaning for it. It's the means by which the mind turns experience into knowledge, knowledge into understanding, and understanding into wisdom. Intellectual learners like to engage in activities such as solving problems, analyzing experiences, doing strategic planning, generating creative ideas, accessing and distilling.

When a learning exercise, no matter how clever it is, does not sufficiently challenge this intellectual side of a learner, the happens with some "creative" techniques that get people physically moving (S) and have strong auditory (A) and visual (V) input, but lack intellectual depth (I). You end up with learning that is "SAV," a superficial gloss that is bound to wash off in the first full rain of reality. But when the Intellectual side of learning is engaged, most people can accept even the most playful learning exercise without feeling that it's shallow, childish, or trite.

The Intellectual aspect of learning gets exercised when you have learners engage in activities such as:

1. Solving problems

2. Analyzing experiences

3. Doing strategic planning

4. Generating creative ideas

5. Accessing and distilling
   information

6. Formulating questions

7. Creating mental models

8. Applying new ideas to

   the job

9. Creating personal

   Meaning

10. Thinking through the

    implications of an idea.

S-A-V-I: putting it all together, learning is optimized when all four SAVI components are present in a single learning event. (Meier, 2000) that For example, people can learn something by watching a presentation (V), but they can learn much more if they can do something while it is going on (S), talk about what they are learning (A), and think through how to apply the information being presented to their job (I). Or they can enhance their problem-solving skills (I) if they are simultaneously manipulating something (S) to produce a pictogram or 3-dimensional display (V) while they talk out loud about what they are doing (A).

The Applying of SAVI Method in Report Text Writing Gaol and Siregar, (2013, p.), There are some steps to apply SAVI method as follows :

1). Teacher asks the students to seat in some groups and gives the topic about something. Such as, living things like plants and animals and non-living things like cars or oceans (Somatic).

2.   Students discuss the topic and they demonstrate a report about the topic. While demonstrating, students talk and listen (Auditory), and watch the demonstration carefully (Visual).

3).   Students write the report to the writing task individually from what they have discussed in group previously by applying the generic structure (Title, General Classification, and Description) and grammatical features of report text (Intellectual).

D. The Nature of Writing

Writing is one of four language skills, (reading, listening, speaking adn writing) which has to be mastered in learning English. Writing becomes a tool for communication for people. The development of computer technology, writing is very useful to understand and use internet, as well as for workrs in a wide variety of field.

Writing is one of the important skill in learning English among listening, speaking, and reading. By writing the students can communicate, give opinions, and transfer their ideas in written form. Besides that, in writing activity the students must make the reader understand and comprehend about what the students write and explain. Thus, the readers will not misunderstand when read they writing. Nunan (2003, p.88) also explain about writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraphs that will be clear.

Learning to write is a linear process, and the tackling of new skill depends upon mastering the skills that came before it. Early struggles with basic skills become magnified and more problematic as academic tasks become more challenging. Writing becomes a chore for these children, and they will often try to avoid it at all costs. However, there are several things that teachers can do to support the learning of the writing skills that will help their students believe that they, too, can be writing experts.

Writing is a process that involves at least four distinct steps: prewriting, drafting, revising, and editing. It is known as a recursive process.

Writing is extremly complex activities requires the writer to control a wide variety of complex information, ranging from letter formation and spelling to rethorical patterns. According to Saek (1992) "Writing is considered the most difficult of the four basic language skiil to master, both for first and for second language writer's".

So, writing is an important thing for someone to give the reader some information and also to entertain the reader. If someone writes well, their writing is easy to understand by the reader then the reader will enjoy their writing. The reader will be curious the content of the writing then they will continue to read more. The reader also mat get the message of the writing from the author or writer.

The Process of Writing

1. Prewriting

Prewriting is anything you do before you write a draft of your document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information.

2. Drafting

Drafting occurs when you put your ideas into sentences and paragraphs. Here you concentrate upon explaining and supporting your ideas fully. Here you also begin to connect your ideas.

3. Revising

Revision is the key to effective documents. The document becomes reader-centered.

4. Editing

Check for such things as grammar, mechanics, and spelling. The last thing you should do before printing your document is to spell check it. Don't edit your writing until the other steps in the writing process are complete.

The four steps of the writing process are:

1. Pre-Writing

Whatever type of writing a student is attempting, the prewriting stage can be the most important. This is when students gather their information, and begin to organize it into a cohesive unit. This process can include reading, taking notes, brainstorming, and categorizing information. Prewriting is the most creative step and most students develop a preferred way to organize their thoughts. Stream of consciousness writing, graphic organizers, outlines, or note cards are popular techniques.

2. Writing

The actual writing stage is essentially just an extension of the prewriting process. The student transfers the information they have gathered and organized into a traditional format. This may take the shape of a simple paragraph, a one-page essay, or a multi-page report. Up until this stage, they may not be exactly certain which direction their ideas will go, but this stage allows them to settle on the course the paper will take. Teaching about writing can sometimes be as simple as evaluation good literature together, and exploring what makes the piece enjoyable or effective. It also involves helping a student choose topics for writing based on their personal interests. Modeling the writing process in front of your child also helps them see that even adults struggle for words and have to work at putting ideas together.

3. Revising, or editing

The least favorite stage of the writing process, especially for beginning writers. Critiquing one's own writing can easily create tension and frustration. But as you support your young writers, remind them that even the most celebrated authors spend the majority of their time on this stage of the writing process. Revising can include adding, deleting, rearranging and substituting words, sentences, and even entire paragraphs to make their writing more accurately represent their ideas. It is often not a one-time event, but a continual process as the paper progresses. When teaching revision, be sure to allow your child time to voice aloud the problems they see in their writing. This may be very difficult for some children, especially sensitive ones, so allow them to start with something small, such as replacing some passive verbs in their paper with more active ones.

4. Proofreading

This is a chance for the writer to scan his or her paper for mistakes in grammar, punctuation, and spelling. Although it can be tempting for parents to perform this stage of the writing process for the child, it is important that they gain proofreading skills for themselves as this improves a student's writing over time. And because children want their writing to be effective, this can actually be the most opportune to teach some of the standard rules of grammar and punctuation. When students learn the rules of mechanics during

the writing process they are much more likely to remember to use them in the future.

A text rarely develops linearly; writing is often a process which involves several stages: analysing the task, collecting material, writing a draft, working through and reviewing the text. Below, you can read about the different stages of the writing process:

a. Analysis the task

Prepare your writing as early in the process as possible. For instance, find out who will read the text, and for what purpose. Different readers have different expectations of texts - for instance, you do not write a text message to your friend in the same way that you write a chapter in a textbook. In first-cycle programmes and courses, your readers will be your teachers, classmates, supervisors, and examiners. In most cases, they will expect your text to follow academic conventions with regard to style and language.

b. Collecting material

When you have understood the task instructions, consider what material you need in order to complete the task. Your material may be your own notes, power point images, text books, compendiums, scientific journal articles, and your own research. Hopefully, you have already studied most of the material prior to past seminars, lab workshops, work placements, and

other course activities. Then, the process of selecting the material that you need in order to write an essay for a course for instance, will be fairly quick. Choose material that will be of use, and study it. A bigger task, such as a thesis, will require that you collect more complex material – as well as more material – than an essay.

c. Writing a draft

Even if you do not know exactly what you are going to write, you will benefit greatly from writing a draft early on in the process. For instance, you can plan the overall structure of the text as soon as possible. As you then begin to answer the exam questions, or start writing your essay, you can use the structure as support for developing your text. Initially, before you know exactly what you will discuss in each section, you can write an outline. The outline may include a cover page (if your teacher requires one) and headings for the sections that you intend to include. If you are writing a take-home essay, the headings can be based on the questions that your teacher has given you.

d. Working through the text

The time it takes to work through a text depends on the scope and the complexity of the text. Do not be surprised if you have to rewrite the text three or four times, or perhaps even more, before you are satisfied with it. In the beginning of the writing process you are probably going to focus mostly

on the content. This is normal, as you will be assessed based on how well you demonstrate your knowledge of the subject.

  e. Reviewing the text

   Before you submit the text you must make sure that you have built your sentences, used punctuation, and applied writing and spelling rules correctly. You can use the grammar and spell checker in Word or in Spellright (available on computers in the library); however, you should be aware that these programmes don't always detect every mistake and may even occassionally make incorrect suggestion. Therefore, you always need to read the text carefully yourself. It is a good idea to print the text so that you can read the text on paper, not just on the screen. A good tip is to put a ruler under the line that you wish to review, so that you are not distracted by the line beneath it. Many find they can concentrate better this way. You should then check the text carefully for any typos, grammatical mistakes, or any other mistakes that you may have made. Remember that proofreading a text demands a high level of concentration. Work in short stints and take a lot of breaks, so that you feel less tired and find more mistakes. (https://kib.ki.se/en/write-cite/academic-writing/writing-process).

   Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convinces arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art.

(http://msu.edu/course/cep/886/Writing/page1.htm). As children learn the steps of writing, and as they build new skills upon old, writing evolves from the first simple sentences to elaborate stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help the student demonstrate more advanced writing skills each year.

Writing is a process that involves at least four distinct steps: prewriting, drafting, revising, and editing. It is known as a recursive process. While you are revising, you might have to return to the prewriting step to develop and expand your ideas.

a. Prewriting

Prewriting is anything you do before you write a draft of your document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (e.g., interviewing people, researching in the library, assessing data).

b.   Drafting

Drafting occurs when you put your ideas into sentences and paragraphs. Here you concentrate upon explaining and supporting your ideas fully. Here you also begin to connect your ideas. Regardless of how much thinking and planning you do, the process of putting your ideas in words changes them; often the very words you select evoke additional ideas or implications.

c. Revising

Revision is the key to effective documents. Here you think more deeply about your readers' needs and expectations. The document becomes reader-centered. At this stage you also refine your prose, making each sentence as concise and accurate as possible. Make connections between ideas explicit and clear.

d. Editing

Check for such things as grammar, mechanics, and spelling. The last thing you should do before printing your document is to spell check it. (http://cmsw.mit.edu/writing-and-communication-center/resources/writers/writing-process/).

E. The Nature of Descriptive Text

Descriptive text is text that figure something clearly and specificallt. Description text aims to figure or giving figures to something with one clear, so presented readers get to see, hear, read or feels that thing desribed.

Descriptive text is a text which meant to inform readers about something or someone by giving a description about it.

Descriptive text is a text that describes what kind of person or an object described, good shape, properties, and other numbers. Goal (purpose) of the

descriptive text was clear, namely to explain, describe or disclose an individual or an object.

According to kurniawati and Yuliani (2007, p.23) a desriptive text is a text which describes a particular person, place or thing.

According Wishon and Burks (1980, p.379) desription reproduces the way things look, smell, taste, feel, or sound; it may also evoke moodd, such as happiness, loneliness, or fear. It is used to create a visual image of people, place, even of units of time-days, time of day, or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their of character or personality.

Descriptive writing is the clear description of people, places, objects, or events using appropriate details. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. Details used are usually sensory and selected to describe what the writer sees, hears, smells, touches, and tastes.

Desriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sound. A good desription is a word ficture: the reader can imajine the object, place, or person in his/her mind. According Suparno, 2006), Description paragraph is paragraph who tries to move image, obseving result, and its feel to reader. The writer tries to pass on character and all details of form which found on object that written by it. That thing purpose as to establish or enabling most composesit is imaginative or imajination to

readers it. So pretend readers sees or feeling object own that spoken as a whole as one experienced by its the writer.

1. The Generic Structure of descriptive text

Generic Structure in Descriptive Text: at a time when we will write descriptive text, there are several public order/generic structure in order to make our writing is considered correct. The order is: Identification: identification of a thing/that would be . Description: Describes the explanation/things/depictions of a person with mentioned some nature.

When writing descriptive text, there are several sets of common / generic structure (actually not mandatory) that our writing is considered correct.

1. Identification: contains the identification of matter / a will be described.

2. Description: contains the explanation / description of the thing / person to mention a few properties.

According to Sanggam Siahaan (2008, p.84), description is a text containing two components, identification and description by which a writer describes a person, or animal, or a tree, or house, or camping has topic.

The description of two generic structures that must be followed to write descriptive text there are:

a. Identification is to identify the special participant or the phenomenon to be described.

b. Description is mention the part, quality, and characteristic of the subject being described.

Example of descriptive text

My Cat

I have a cat at home. Its name is Spot. **(Identification)**

Spot is a regular house cat. It is an adorable cat. It has orange fur with white and black spots. I like to cuddle it because its fur feels soft. Every morning I give Spot milk. Spot does not like rice, so I give it cat food. **(Description)**

Spot is an active animal. It likes to run around the house. It likes to chase everyone in my house. When it feels tired or sleepy, Spot usually sleeps on the sofa in the living room or sometimes under the table. **(Description)**

(Adopted from PR Bahasa Inggris for SMP/MTs class VIII Semester 1)

2. Grammatical Language Feature of Descriptive Text

Purpose and Example Descriptive Text. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

So, we can say that the descriptive text is the text that describes what kind of person or an object described, good shape, properties, number and others in particular. Goal (purpose) of the descriptive text is clear, namely to explain, DESCRIBE or disclose a specific individual or object.

Generic Structure of Descriptive Text :

- Identification: contains the identification of matter / a will be described.

- Description: contains the explanation / description of the thing / person to mention a few properties.

Language features of Descriptive text :

Specific participant has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim

The use of the adjective (an adjective) to clarify the noun (noun) for example, be used for the following expression: a beautiful beach, a handsome man, the famous place in Jepara, etc..

Use the present tense sentence patterns simple sentence patterns used are simple present for telling the facts of object descriptions. Action verbs, there are verbs that show an activity (activity can be seen), for example: run, sleep, walk, cut etc. When writing descriptive text, there are several sets of common / generic structure (actually not mandatory) that our writing is considered correct. The order is:

- Identification: contains the identification of matter / a will be described.

- Description: contains the explanation / description of the thing / person to mention a few properties.

Languange Features

- Using attributive and identifying process.

- The use of adjectives and compound adjectives.

- Using the simple present tense.

    The Purpose of descriptive text:

- To describe about Something in "Particular"

- To describe about Something in "Specifically"

- To describe about Something in "Certain"

- To describe about Something in "Special"

According to Kurniawati and Martha (2006, p.6), the language features of a descriptive text are using mostly simple present tentse; and the use of adjectives to make an interisting, lively description.

Language feature of descriptive text that use of adjectives and compound adjectives and using the simple present tense (http://rugayamanan.wordpress.com/2012/12/08/definition-structure-and-language-feature-descriptive-narrative-procedure-report-and-recound/.

In language function, descriptive text writing :

1. Aims to show rather than tell the reader what something/someone is like.

2. Relies on precisely chosen vocabulary with carefully chosen adjectives and adverbs.

3. Is focused and concentrates only on the aspects that add something to the main purpose of the description.

4. Sensory description-what is heard, seen, smelt, felt, tasted.Precise use of adjectives, similes, metaphors to create images/pictures in the mind e.g. their noses were met with the acrid smell of rotting flesh.

5. Strong development of the experience that "put the reader there" focuses on key details, powerful verbs and precise nouns.

While the language features in descriptive text are : using Simple Present Tense, using action verbs, using passive voice, using noun phrase, using adverbial phrase, using technical terms, using general and abstract noun, using conjunction of time and cause-effect.

Based on the text above, it can be seen that the descriptive text consists of the identification and description. In the identification the writer identifies a particular thing such as: I have a cat at home. Its name is Spot. Then, in the second paragraph consists of the descriptions of Spot such us: it has orange fur with white and black spots.

Related to the study, the writer described the implentation of somatic auditory visual intellectual (SAVI) method used by English teacher on students' achievement in writing description. In this case, the descriptive text as the kind of the text in English lesson material in teaching and learning process which will observed.

CHAPTER III

RESEARCH METHODOLOGY

In this part, the writer describes about research method the writer in to answer the problem of study, namely: research design, subject of study, research insrument, data collecting procedures, and data analysis procedures.

A. Research Design

The writer will use descriptive qualitative approach. It is because by this approach the information could be seen by the explanation of words and the explanation from the informants. According to Locke and friens John (1994, p.147) stated "Qualitative research is interpretative research. As such, the biases, values, and judgment of the writer become stated explicitly in the research report.

It does so by analyzing views of the people who have been stidied. Latief (2014, p.75) Qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of the social and cultural setting in which such behavior occurs.

Based on the statement above, the writer concluded that qualitative research ia a natural approach in conducting the research such as real setting. Therefore, there is no manipulation in the field setting.

The study will natural research that have objective to describes phenomenon appropriate with the facts in the field. In this way, the writer choose the qualitative approach it means to find out and describe the current

phenomena through the process being observed and interviewed detail and clearly as reality. That will found the implementation of somatic auditory visual intellectual (SAVI) method used by English teacher on students' in writing descriptive text at SMPN-3 Kahayan Hilir.

B.   Subject of the study

According to Bogdan and Biklen (2001, p.90) states, the informant is benefit to talk, comparing notes or compare with an event who has found by other subject.

Based on state above, the subject of the study will be the English teacher. therefore, the writer choose subject who included in the study had some characteristic; some students who got low and high score as the subject of this study. The writer also took the English teacher as a supporting subject and the writer took the subject using purposing sampling because the writer wants to know process in teaching writing descriptive text through somatic auditory visual intellectual (SAVI).

In this case, the writer take the subject using purposive sampling. According to Sukamto (1995, p.64) state, purposive sampling is a way to choose and determine the subject purposively based on the certain purpose to get the data.

The object of the study will the procedures implemantation somatic auditory visual intellectual (SAVI) method by English teacher on the students' in writing descriptive text at SMP 3 Kahayan Hilir. It means that in

this study the writer describes the teaching and learning process in writing descriptive text through somatic auditory visual intellectual.

C. Source of Data

Source of data it was used instrument observation in classroom, interview, documentation and questionaire. English teacher as a supporting subject and the writer took the subject using purposing sampling because the writer wants to know process in teaching writing descriptive text through somatic auditory visual intellectual (SAVI).

Table.3.1. Source of data, instument and data needed.

No.	Source of Data	Insrument	Data needed
1.	Classroom	Observation	The proces of implementation SAVI method in teaching and learning process, use media, and the material.
2.	Teacher and students	Interview and Documentation	Documents about the implementation SAVI method use by English teacher eighth grade at SMPN-3 Kahayan Hilir.
3.	Student	Questioniare	The respond of students' about the teaching and learning process to

			convey material applied SAVI method by their teacher.

D.   Research Instrument

Research instrument one of the main dutie in this study to answer the problem of the study. The data will collect in natural setting without any manipulation of the setting. Research instrument will use in this study, namely: observation, questionnaire, interview and documentation.

1. Observation

Margono state that observation as observation and recording sistematically to indication which appear in object of the study. Sugiono (2007, p.153) says that observation is a complext process, is a process which is arranged from several biologists and psychologis process. The important thing is observation process and also memorization. The observation is the technique in collecting data where the writer want directly to the students' class of teaching learning process of writing descriptive text.

2. Questionnaire

A questionnaire is a data collection instrument consistant of a series of questions and other prompts for the purpose of the gathering information from respondents. A questionnaire should allow us to collect the most complete and accurate data in a logical flow. A well-questionnaire should

meet the research goal and objectives and minimize un-answer questions-a common problem bound o many surveys.

3. Interview

According to (Nasution (2004, p.113) state, interview is a kind or verbal communication ao as conversation the purpose is to get information, as usually communication conduct by face to face but cummunication is able to conduct by phone.

An interview is a data-collection technique that invilves oral questioning of respondents, either individually or as a group. Answer to the questions posed during an interview can be recorded by writing them down (either during interview itself or immediately after the interview) or by tape-recordering the responses, or by a combination of both. According Mulyana (2003, p.254) stated that interview is a form of communication between two people, enganging one that wants to get information from others by asking quetion based on specific purpose.

4. Documentation

Documentation was one way to support the data with directly from the place of research, activity, photos that the relevant research and data. The study in this research was collected some information data classes, the students' name list, syllabus, and score.

According to Arikunto (1998, p.236) documentation "is a searching of data about things or variable through notes, transcript, book, news paper, magazine, so on.

E. Data Collection Procedures

The writer directly will observation in the field where the place take. It will to observe the class condition in teaching and learning writing process. In the observation technique, the writer use passive participation. It mean to writer will only present at the scene of action but will not interact or participate. So, the writer generally came to the class, looked, and listened what they do.

Questionnaire use to get information that we want to collect about our study objects. Depending on research type, methods of data collections include: documents review, observation, questionning, measuring, or a combination of different methods.

The writer collect some document relate to the subject of the research to get the completeness of the data. Documentation technique will purpose to find out the document that will relate to the study such as minutes of meeting, newspapers, private documents such as journal or diary, and letter.

F. Data Analysis Procedures

According to Bogdan in Sugiono, stated that, "data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other material that is accumulated to increase our own understarnding and enableyou to present what you have discovered to others."

The process of analysis follows:

  a. Data collecting are data observation, quistionnaire and documentation.

The writer directly wiil observe in the field where the place take. It will to observe the class atmosphere in teaching and learning writing process using SAVI. After that the writer asks the teacher about the process of teaching. And then, the writer collects some documents related to the subject of the research to get the completeness of the data. This technique is aimed at looking for the data related to this study. Data collection is the result of data collecting techniques on observation, quistionnaire and documentation.

  b. Data reduction, are all of the data that have been collected, and then it is processed in teaching learning texts.

This case is a process of selecting, choose the data that relevant of the study and focus on the data that direct tp solving of problems or to answer a research. Moreover, all of the data and arrange question should related to the problems of the study.

c. Data display, it is the relevant data reported**.**

The writer will give explanation in data display. Because, it will the result of the data reduction made in report systematically which could be understand and reasonable of the data those will get in the field. Furtmore, data display could be done by simple explaining, draft, relation categories and flowchart.

d. Conclusion drawing/verifying. The writer looks for conclusion as answering for formulatiom of the problems.

All the data process by the writer concluded. Afterwards, the conclusion will verify by looking back of the data reduction, and data display after collecting the data.

The writer choose the relevant data toward the problem of study. In addition, the writer made the data the data in simple explanation. The last, making conclusion by seeing back of the data reduction, and data display after collecting the data. Its aim will to get the creditable data that support the valid data. So, conclusion take not deviate from problems of study.

G. The Endorsement Data

Sugiono (2007, p.366) There are four techniques to determine the endorsement of data, namely credibility, transferability, dependability, and conformability.

1. Crediblity

   In qualitative research, in order to the data cn be believe and fulfill terms of credibility, it admint and receive the truth by information source form informant of the study.

   a. Triangulation of data, data would be collect thought multiple sources to include interviews, observation, and document analysis.

   The writer check tip the validity of data get and compare the data with the sources of data until sutured time. He writer checks the truth data by comparing the data itself, namely by relating the result of the observation, interview and documentation.

   b. Jhon Creswell W (2014, p.167) claim that, Member check, the informant would serve as a check thought out analysis process. An ongoing dialogue regarding my interpretations of the informant's reality and meaning will ensure the truth value of the data.

   The writer check the data that get from the interview with the informnt with the writers interpretation in his case, he writer check the data by asking the English teacher at SMPN-3 Kahayan Hilir. Who be the subject of the study about the data have been collect.

2. Transferability

Transferability relate to the question, how far the result of the study can be apply by the order people in their context. Therefore, it make a report that explain clearly about the content of research in order to the readers can be easy to understand the result of the study.

The writer given details description about the result of the study that has done that is the result hope have the benefit for the study in the next time.

3. Dependability

Dependability examining is done by auditing of the research process to prove the data are reliabl. Therefore, it focuses on the problems, go to field. Determines the source of data, did data analysis, examined the endorsement of data and made conclusion data. In this case, the writer does replication study that is reliability will be good if the replyig of the study and the result is same.

4. Conformability

John W. Creswell (2014, P.277) Comformability is the test of objectivity in research. The research judge is objective when the research results have been agreed by a lot of people. Test conformability means to test reserch results link to the process. From the explanation above, researcher will test result of research by showing the study results to the

results to the English students, to judge that the research results can agree
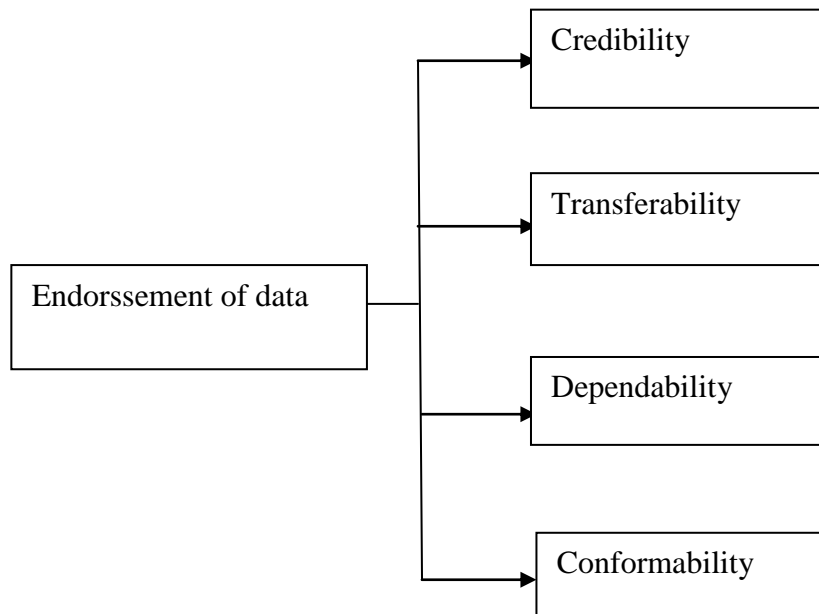
upon and accept.

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Table 3.1 Endorsement of Data

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The most of the important thing in a research is research finding. In this chapter the writer is going to present the data which had been collected from the research in the field. The important point of this chapter is to answer the problems of the study.

A. Data Presentation

The writer observed the SAVI technique in writing descriptive text in implementation was applied by English teacher at the eight grade students of SMPN-3 Kahayan Hilir. The observed was done 14 december 2016. The teacher used this method in her teaching learning for the reasons; the students organizing classroom activity that makes students dependent, the SAVI method helped students become active participants, and students had the opportunity to teach themselves.

1. Observation

   a). First observation

   Based on the observation, in English class consisted of 20 (twenty) of students. The teacher gave the instruction by using Indonesian language and asked the student to speak all of the material also in that language. Ms. Nani made the good opening statement as the warming up of the class. It needed to encourage the students' motivation in teaching learning.

Below was the conversation between teacher and students in the classroom:

T: Assalamu'alaikum wr, wb.
S: Wa'alaikum salam wr, wb.
T: Good morning students.
S: Good morning.
T: How are you today?
S: I'm fine, and you?
T: I'm fine too, thank you. Ok. I will check your present list.
S: Yes miss.
   (The teacher check present list)
T: Ok students, one of you come forward lead to pray please.
S: (student's come forward lead to pray). Ok class, before star our listen today lets pray together.
T: Thank you. We are going to the material I will ask you the picture. (The teacher shows the picture flower). What it is?
S: (students answer) flower.
T: Do you like flower?
S: Yes, I like.
T: Could you describe the flower picture? (The teacher asks one of students to describe).
S: (student to describe)
T: Thank you. Give applause for your friend. Now, we are going to the material about descriptive text. (The teacher explained about the material).

b). Second observation

The teacher explained the material about descriptive text and others by using SAVI method. Then, she gave the time about ten minutes for the students prepared their selves to understand the material. Next, the teacher asked to student the function of material. By using SAVI method can be good idea that automatically influenced their writing.

The first, the teacher asked the students divided the class into teams of five people gave each team which examine of topics from material that they were learning. The teacher gave different topics for each groups. Next, the teacher asked the students discussed to made descriptive text.

Below was the conversation between teacher and students in the classroom.

> T: Ok students. I will divide you four groups, each groups consist five students. (Somatic)
> S: Yes miss.
> T: (The teacher give different a picture each group). Please, look at the picture then discuss to describe appropriate the picture by applying the generic structure/ title, General Classification, and Description). (Visual)
> S: (students listened to the explanation).
> T: Any question?
> S: Nothing miss. (Students discuss about the topic (intellectual)).
> T: Are you finished?
> S: Yes miss.
> T: please, in expert group come forward to read loudly result discussion about the topic, and another student listen carefully. (Auditory)

c). Third observation

The teacher explained about developing the text descriptive rhetoric with cooperation with friends and creates a draft text descriptive text. The teacher asked the students divided the class into teams of five people gave each team which examine of topics from material that they were learning. The teacher gave different topics for each groups

d). Fourth observation

Before closing activities the teacher reminded all the students to prepare the next materials and their performance for the next meeting and gave some correction about the students 'performance that still used their good skill. The teacher also motivated them to be better from the next. The teacher also motivated activity by saying hamdallah all together.

Below was the conversation between teacher and students in the classroom:

T: Do you understand about the material today?
S: yes miss.
T: Could you explain how to make descriptive text?
S: Descriptive text included the generic structure/ title, General Classification, and Description). (Visual).
T: OK thank you. Remember that how to make descriptive text (The teacher include the material of descriptive text) and don't forget study at home.
S: Ok miss.
T: Let's close activity today by saying alhamdulillah together. (The teacher and students saying alhamdulillah together) see you next time.
S: See you.

2. Interview

In this study, the interview to Miss NN as the English teacher of the Eighth grade students of SMPN-3 Kahayan Hilir. In this case, the question-answer was done by phone the subject. Related to the interview, the writer conducted the guideline of interview which focused the problems of the study. Furthermore, interview was used to complete and support the main data that taken from observation.

The interview expressed the implementation of somatic auditory visual intellectual (SAVI) methods applied by English teacher:

1. Skills apa saja yang ibu ajarkan dalam mengajar bahasa Inggris?

ET: *Untuk skill, ada 4 skill yang saya ajarkan yaitu: writing, reading, speaking dan listening.*

ET: For skills, there are four skills that writing, reading, speaking and listening

2. Bagaimana process belajar mengajar dengan menggunakan metode SAVI yang ibu terapkan terhadap siswa dalam pembelajaran texts?

ET: *Adapun langkah-langkah dari pendekatan Somatic Auditory Visual Intellectual (SAVI) : 1) **Somatic***: *saya meminta siswa untuk membuat 4 kelompok, setiap kelompok terdiri 5 siswa, perwakilan kelompok mengmbil salah satu gambar (kelinci, kucing, gajah, pinguin, dan burung), 2) **auditory***: *saya meminta siswa untuk mengucapkan gambar masing-masing, 3) **visual***: *saya meminta siswa untuk mengamati dan mendeskripsikan gambar tersebut, 4) **intellectual***: *saya meminta siswa untuk menuliskan karangan deskripsi tentang gambar (Nama, warna, sifat yang berhubungan dengan gambar tersebut).*

ET: There are some steps to apply of Somatic Auditory Visual Intellectual (SAVI) method: 1), Somatic: I divide the student to made a group four to five in one groups, one of the student in group take a picture (rabbit, cat, elephant, penguin, and bird), 2), auditory: I asks the student express each picture, 3), visual: I asks the student to observe and describe a picture, 4), intellectual, I asks the student to write descriptive text about a picture (Name, colour, characteristic related about the picture.

3. Apakah dalam setiap process pembelajaran ibu menggunakan media, dan menggunakan silabi sebagai pedoman?

ET: *Terkadang menggunakan media elektronic seperti laptop dan proyektor tetapi lebih sering menggunakan buku saja.*

ET: Sometimes using electronic like laptop and projector but more often use handbook.

4. Bagaimana cara ibu melakukan evaluasi dalam pembelajaran text?

ET: *Untuk melakukan evaluasi dalam pembelajaran teks saya memberikan intruksi kepada para siswa untuk menentukan tema, kemudian membuat beberapa outline hingga sampai ketahap penulisan hasil akhir.*

ET: To do an evaluation in text learning, I give intructions to the students to define the theme, then make the outline to the end of writing final result.

5. Bagaimana hasil nilai siswa dalam belajar texts tersebut?

ET: *Untuk hasil saya rasa cukup baik tetapi kelemahan mereka kurangnya minat untuk mengingat kosa kata yang sudah diberikan hingga pada proses pembelajaran mereka sering kebingungan untuk mencari kata.*

ET: For the result, I think good enough and weakness those who are interested vocabulary that has been given on their learning process often confused search for words.

3. Questionnaire

The writer used questionnaire of a series of questions and other prompts for the purpose of the gathering information from respondents. To

known respond of the students', the teacher given a paper statement. Related to students' respond , the writer contribute about the persentage of the result from the answer students consist of 20 (twenty) students that was Saturday, 1-December-2016.

4. Time

Teaching English using SAVI method at class the eight grade students SMPN-3 Kahayan Hilir is taught by English teacher on Thursday and Saturday. The allocation of time to deliver the material that was about Thursday 07.10-08.30 and Saturday 09.15-10.35 WIB.

Table 4.1

Time Allocation, Day, and Material

No	Day/Date	Time	Material	Class
1.	Saturday, 10-Nov-2016	09.15-10.45	Descriptive text	VIII
2.	Thursday, 17-Nov-2016	07.10-08.20	Descriptive text	VIII-A
3.	Thursday, 24-Nov-2016	07.10-08.20	Descriptive text	VIII-A
4.	Saturday, 1-Des-2016	09.15-10.45	Descriptive text	VIII-A

Based on the result of observation in VIII-A Class, the writer used SAVI method in teaching writing descriptive text. This was shown when the writer did the observation on Thursday, 10-11-2016.

In the first meeting Saturday, 10-Nov-2016 the teacher to know the students about the animal picture, plants and identify the picture.

In the second meeting Thursday, 17-Nov-2016 the teacher talked about characteristics of language feature in descriptive text and about how to make a simple sentence related descriptive text. The teacher explained the language feature that used in descriptive text are present tense, Sequence markers for example first, then, after that, next, finally adverb can express the information about time, place, reasons, and purpose, example: once upon a time, one day, long time ago, as soon as, day and night.

In the thirth meeting on Thursday, 24-Nov-2016 teacher explained about developing the text descriptive rhetoric with cooperation with friends and creates a draft text descriptive text.

In the fourth meeting on Saturday 1- Des- 2016 teachers allow students to immediately practice makes descriptive text based on the draft text that had been made weeks ago and apply it in completing the task group.

5). Materials

The materials for English students class VIII-A in SMPN-3 Kahayan Hilir which was taught by teacher based on source book was active English.

B. Research Findings

The section result of the study consisted of the procedures implementation of somatic auditory visual intellectual (SAVI) method used by English teacher in teaching writing descriptive text.

1. The procedure of implementation of Somatic Auditory Visual Intellectual (SAVI) methods applied by English teacher in teaching writing descriptive text

Table 4.2 The result of observation

Aspect Activity	Teacher	Done	Not Done	Note
Pre-teaching	1. Greeting. 2. Checking the present list. 3. Provide a statement that benefit students. 4. Many asks and put forward various issue. 5. Provide a clear objectives and meaningful. 6. Stimulate the coriosity of students	√ √ √ √ √ √		- Greeting. - prepare the material today. - The teacher remainds students about the last material. - The teacher gives question related to the topic that will be discussion. - The teacher tells to students about learning objective. - The teacher asks the students to list names about

				animal
Whilst-teaching	1. The graphigcs and presentation means colocful. 2. Exercise discovered (alone, in pairs, in groups) 3. Activity processing studens 4. Training learning action. 5. Activitas of practical building skills.	√ √ √ √ √		-The teacher to shows a picture about animl. - the teacher command students make a group. - The teacher explains the material that included definition and generic structure. - The eacher asks the students to write descriptive text. - The teacher asks the students to read loudly about the topic in expert group.
Post-teaching	1. Activitas strengthening implementation 2. Closing	√ √		-the teacher conclude the material of descriptive text.

At pre-teaching stage the teacher aroused the interest of students, giving a feeling positive about the learning experience will come, and put them the optimal situation for learning. At Whilst-teaching stage, teachers help students find learning new material by way of interesting, fun, relevant, engaging the senses, and suitable to all learning styles, and also the teacher help students integrate and absorb new knowledge and skills in various ways. Stage Appearance Results (Post- Teaching/Closing Activities) the teacher helps students apply and expand their knowledge or new skills on the job so that the learning outcomes will be attached and the appearance of the results will continue to rise.

Based on the table above, it classified that the teachers' procedures into three steps are pre-activities, whilst-activities and post-activities. There are discussed in the following ways:

1. Pre-Activities

Based on the observation, the English teacher started the class by greeting the students first. Then the teacher stimulated the students by inviting and reminds what the topic they had discussed in previous meeting. The writer also found that the teacher did brainstorming first before starting the topic in order to give stimulation for the students usually get other subject before entering the English subject.

Table 4.3

Teaching-learning in Pre-Teaching Activities

No	Activities	
1.	The teacher opened the teaching learning by greeting the students said "Assalamu'alaikum Wr.Wb or Good Morning"	The students answered the teacher greeting by saying Wassalamu'alaikum Wr. Wb and Good Morning together loudly.
2.	The teacher checked the presence list by mentioning the students name one by one.	The students raised their hand if they were present.
3.	The teacher did not directly present the material, but he did brainstorming first. He asked his students several questions related to the last meeting.	The students told what they had done in previous meeting one by one.
4.	The teacher mentioned the goal of lesson then introduced the topic.	The students prepared their condition, they prepared their books, dictionary, and their attention.
5.	The teacher prepared the media and medium to before teaching learning processes.	The students helped the teacher prepared the media

Based on the table above, it has known that the teacher did brainstorming to begin the lesson by giving question. In this case, the teacher showed the text narrative to brainstorm.

2. Whilst-Activities

The first thing did by the teacher is while activity. The teacher made a group 4 to 5 in one groups. The teacher gave a paper whose content is about descritive text material to students to be able to understand well how to write

a short descriptive text based on the description thing, series of picture given, and to know how to analysis of the generic structure (Somatic). The teacher asks the students look at the animal picture (example) while explained and the students watch carefully about the picture (Visual). Students discuss the topic the generic structure (Title, General Classification, and Description) and grammatical features of descriptive text (intellectual). They demonstrate a descriptive text about the topic in expert group to read loudly. While demonstrating, students talk and listen (Auditory), and watch demonstration carefully (Visual).

Based on the observation, the teacher's activity in while teaching could be seen as follows:

Table 4.4

Teaching learning activity English in while-teaching activity

No.	Activities		Note
1.	The teacher invited the student made the group with students 5 to 4 in one group	The students make a group	The students make group with students 4 in one group to discussion.
2.	The teacher gave the sheet that picture animal contains descriptive text	The students accept the sheet that from the teacher	The students accept the seet and doing assignment.
3.	The teacher chose one student for informant	The students comforward in front of the class	The teacher chose one student to comforward in front of the class to read loudly result discussion.

4.	The teacher explained about the assignment	The student listened to the explanation	The students listened to explanation about assignment given the teacher.
5.	The teacher asked the students to answer the questions	The student answer the question	The students answer the question from the the teacher.

3. Post-activities

At the last activity, the teacher ordered the students to submit their task. After that the teacher reviewed the material with giving questions that would conclude their teaching learning that day. The class was closed by saying "Good Bye or See you next week".

Based on the observation, the teacher activity in the post-activity can be seen as follow:

Table 4.5

Teacher activity English lesson for post-activity

No	Activities		Note
	Teacher Activities	**Students Activities**	**Note**
1	Teacher provided motivation and advice to students to always keep to.	Students listen to explanations.	Students listen to explanation the teacher provided about motivcation and advice.
2	The teacher closed lesson with say "Good Bye or See you next time".	Students answered the greetings	Students answered Good By or "see you"

Th steps to apply somatic auditory visual intellectual (SAVI) method :

a. Preparation Stage

In this stage teacher raise students interest, giving motivation about learning experience in the future. And then in optimal situation for study. Specially include:

1. Giving positive sugestion

2. Giving declaration that have benefit for the students

3. Giving clearly aim and meaningful

4. Raise curiosity students

5. Making positif environment physically

6. Making positive emotionally

7. Giving positive environment socially

8. Apprease fear

9. Remove the obstacles in learning

10. Asking and giving suggest the problem

11. Delivery stage

b. In this stage the teacher helping students to find a new style of learnin process by attractive, fun, relevant, involve the five sense, and specially include:

1. Try collaboration and various knowledge

2. Monitoring a real world phenomenon

3. Invilved brains and body

4. Interactive presentation

5. Interisting media presentation

6. Using variuos media in learning

7. Be able to learn individually and group

8. Try to find (individually, patner, and group)

9. Experimental learning in the real world are contextually

10. Pracice to solve the problem

11. Training stage

c.   In this stage the teacher helping the students integrade and absorb the knowledge and new skill with other ways. In specificallyincluded:

1. The processing activity of students

2. Acctive effort or fedback

3. Games in learning

4. Acivity ofsolving problem

5. Reflextion and individually

d. Appearence result stage

In this stage the teacher helping students aplly and expan their new knowledge or skills on he job so that the result of the study will stick and the apperance of the result will continue to increase:

1. The application of the real world

2. The creation of the action plan

3. The application of reinrorcement

4. Reinforcement material

5. Continues training

6. Fedback and performent evaluation

7. Support activities as friends.

2.The students' response toward the implementation of Somatic Auditory Visua Inteectual (SAVI) methods applied by English teacher in teaching writing descriptive text

To known respond of the students', the teacher given a paper statement. Related to students' respond , the writer contribute about the persentage of the result from the answer students. This table shown the result about students' respond.

Table 4.6

The students' Respond on The Implementation of SAVI method

No.	Statement	SA	A	LS	DS	Total
1.	I like learning by doing, taking, and feeling.	13	7	0	0	20
2.	I like listening to information about things (things, plants, people, animals) through others rather than reading on my own.	14	4	2	0	20
3.	I like to observe and describe things.	13	7	0	0	20
4.	I like to practice thinking about something (things, plants, people, and animal.	20	0	0	0	20

No.	Statement					
5.	I like to write descriptions of things (things, plants people, animal.	19	1	0	0	20
6.	I like learning in groups in solving problems (tasks).	17	3	0	0	20
7.	I enjoy studying individually in solving problems (tasks).	15	5	0	0	20
8.	I expect group work on various activities or during the training given by the teacher.	15	5	0	0	20
9.	I am benefiting from learning activities while doing.	14	6	0	0	20
10.	I benefit from observing and describing things (things, plants, people, and animal).	18	2	0	0	20
Total		158	40	2	0	200
Persentage		79%	20%	1%	0%	100%

Based on the table above, the writer consluded those students' respond were 20 students' many choose "agree". It can be known that percentage of respond about implementation SAVI method in teaching descriptive text, 79% "strongly agree", 20% "agree", 1% less agree, and the last 0% "disagree".

C. Discussion

The purpose of this study is to know procedures the implementation of using SAVI technic in teaching descriptive texts of eighth graders of SMPN-3 Kahayan Hilir and to know the graders response on the implementation of SAVI method in writing descriptive texs of eighth graders of SMPN-3 Kahayan Hilir.

Th steps to apply somatic auditory visual intellectual (SAVI) method :

d. Preparation Stage

In this stage teacher raise students interest, giving motivation about learning experience in the future. And then in optimal situation for study. Specially include:

12. Giving positive sugestion

13. Giving declaration that have benefit for the students

14. Giving clearly aim and meaningful

15. Raise curiosity students

16. Making positif environment physically

17. Making positive emotionally

18. Giving positive environment socially

19. Apprease fear

20. Remove the obstacles in learning

21. Asking and giving suggest the problem

22. Delivery stage

e.   In this stage the teacher helping students to find a new style of learnin process by attractive, fun, relevant, involve the five sense, and specially include:

12. Try collaboration and various knowledge

13. Monitoring a real world phenomenon

14. Invilved brains and body

15. Interactive presentation

16. Interisting media presentation

17. Using variuos media in learning

18. Be able to learn individually and group

19. Try to find (individually, patner, and group)

20. Experimental learning in the real world are contextually

21. Pracice to solve the problem

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f.   In this stage the teacher helping the students integrade and absorb the knowledge and new skill with other ways. In specificallyincluded:

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7. Acctive effort or fedback

8. Games in learning

9. Acivity ofsolving problem

10. Reflextion and individually

d. Appearence result stage

In this stage the teacher helping students aplly and expan their new knowledge or skills on he job so that the result of the study will stick and the apperance of the result will continue to increase:

8. The application of the real world

9. The creation of the action plan

10. The application of reinrorcement

11. Reinforcement material

12. Continues training

13. Fedback and performent evaluation

14. Support activities as friends.

The teacher made a group 4 to 5 in one groups. The teacher gave a paper whose content is about descritive text material to students to be able to understand well how to write a short descriptive text based on the description thing, series of picture given, and to know how to analysis of the generic structure (Somatic). The teacher asks the students look at the animal picture (example) while explained and the students watch carefully about the picture (Visual). Students discuss the topic the generic structure (Title, General Classification, and Description) and grammatical features of descriptive text (intellectual). They demonstrate a descriptive text about the topic in expert group to read loudly. While demonstrating, students talk and listen (Auditory), and watch demonstration carefully (Visual).

At pre-teaching the teacher aroused the interisting of students, before starting the topic in order to give stimulation for the students usually get other subject before entering English subject. At whilst-teaching, the teacher made a group to discussion together about descriptive material to students to be able to understand well how to write a short descriptive text based on description things, series a picture and to how analysis of the generic structure. At the last post-teaching, the teacher ordered the students submit their the task. After that the teacher reviewed the material with giving questions that would conclude their teaching learning.

Based on the students respond result from their answer about implementation of SAVI method in teaching descriptive text 79% "strongly agree". As a resut, it could be conclude that using SAVI method was strongly agree used SAVI to teach descriptive text.

This research appropriate with the thesis from Moch Bustanul Arifin. The study showed that the students could improve their ability in understanding English reading by using SAVI approach; it was showed from the result of the process of learning that students became active, communication between the student and the student between teachers and students were estabilized, students are directly involved in learning activities.

The result of the study is also supported by Eni Dewi Kurniawati, Herman J. Waluyo, St. Y. Slamet, Andayani. The study showed (1) the new learning material met the needs of the students and the teachers; (2) the prototype's development based on the description of the findings; (3) the prototype's

development into clear and complete learning materials that exercised the students to improve their speaking skills; (4) the thematic learning material using SAVI proved effective in improving the students' speaking skills competence; and (5) the acceptance level was good, average of 77.29%.

In addition, the study found some benefits of SAVI method: namely (a) Awakens fully integrated intelligence through the incorporation of physical motion with intellectual activity, (b) Students are not easy to forget because students build their own knowledge, (c) The atmosphere in the learning process is fun because students feel dissatisfied bored to learn math, (d) Cultivate cooperation because students who are smarter expected to help the less intelligent, (e) Bring out a better, interesting and effective learning environment, (f) Able to generate creativity and improve student psychomotor ability, (g) Maximize the sharpness of student concentration, (h) Students will be more motivated to learn better, (i) Train students to get used to thinking and expressing opinions and daring to explain their answers, (j) It is a suitable variation for all learning styles.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer would like to give conclusion and some suggestions based on the result of the study, as the following:

A. Conclusion

The study was aimed the implementation of SAVI method used by English teacher in teaching descriptive text at eight grade students' of SMPN-3 Kahayan Hilir.

1. The Implementation of SAVI method

At pre-teaching the teacher aroused the interisting of students, before starting the topic in order to give stimulation for the students usually get other subject before entering English subject. At whilst-teaching, the teacher made a group to discussion together about descriptive material to students to be able to understand well how to write a short descriptive text based on description things, series a picture and to how analysis of the generic structure. At the last post-teaching, the teacher ordered the students submit their the task. After that the teacher reviewed the material with giving questions that would conclude their teaching learning.

2. The Students Respond toward the Implementation of SAVI method

The students' respond toward implementation SAVI method in teaching descriptive text, 79% "strongly agree", 20% "agree", 1% less agree, and the last 0% "disagree" that the student respons in using the SAVI method strongly agree that learning using SAVI as teacher instructions.

B. Sugesstion

1. For the students:

a. The students have to pay attention to the lesson given by the teacher to teach by using SAVI method.

b. The students have to do assignment carefully and seriously by the teacher to teach by using SAVI method.

c. The students have to try to comprehend the listening materials by themselves without asking the teacher to re-read the materials several times.

2. For the English teacher :

a. The teacher have to prepare strategies in teaching and learning by using SAVI method, aroused the interisting of students, give stimulation for the students.

b. The teacher should be able to set the class, manage the time (make a groups to discussiontogether about the material), and handle the students and to solve the problem made by the students when teaching and learning by using SAVI method.

c. The teacher should ordered the students to submit their task and reviewed the material.

d. The teacher has to teach more often by using SAVI method in teaching and learning English subject to improve students writing ability.

3. For the next researchers

The study was the implementation of SAVI method in teaching writing descriptive text for Junior High School students. The result of the study found that using SAVI method gave students respond "strongly agree" in in teaching and learning writing especially descriptive text. This study was focused on the eight grade students at SMPN-3 Kahayan Hilir. The writer recommended for the other writers conduct the study related to the SAVI method using different objects.

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